

**Southeast Missouri State University
Course Syllabus**

Department: Human Environmental Studies

Course No. CF 495

Title of Course: Interagency Collaboration

New: Fall 2012

I. Catalogue Description and Credit Hours of Course

Interdisciplinary service practices for children, adolescents, and their families across a variety of systems of care. (3)

II. Prerequisite(s)

EX 311 or EX 390 or Permission of Instructor

III. Objectives

- A. Describe the system of care philosophy and approach to provide services to children with challenges.
- B. Appraise barriers to creating effective community resources and partnerships among family members and professionals to meet the complex needs of children and adolescents and their families.
- C. Explain the core value of providing services that are community-based, child-centered, family-focused, and culturally appropriate for children and adolescents.
- D. Identify constructive influences and barriers to services across mental health and other child, adolescent, and family serving systems.

V. Student Learning Outcomes

- A. The student will identify components of an effective system of care.
- B. The student will identify the implications of system of care for professionals.
- C. The student will identify and offer examples of interdisciplinary service practices for children, adolescents, and their families across a variety of systems of care.

IV. Student Expectations

- A. Demonstrate comprehension of course content on examinations.
- B. Participate in class discussions.
- C. Apply class content to problem solving questions.
- D. Satisfactory completion of all course projects

V. Course Outline

- A. Overview
 - 1. Systems of care: A strategy to transform and promote children's emotional and social competence
 - 2. Introduction to system of care principles and practice
 - 3. Evaluation results and systems of care
 - 4. Components of an effective system of care: A framework for putting the pieces together

45 Hours

5

B. Building Systems of Care	6
1. Systems of care: Critical structures and functions	
2. Individualized services in systems of care	
3. Evidence-based practices within systems of care	
4. Financing strategies for financing and sustaining systems of care	
C. System of Care from the Professional’s Perspective	8
1. System of care in nursing: Across the life span and across practice settings	
2. Interdisciplinary practice: System of care in the child welfare system—A social work perspective	
3. Substance treatment in a system of care	
4. Application of the system of care with juvenile justice populations	
5. System of care philosophy and practices in schools: The perspective of special education and general education	
6. Therapeutic recreation and system of care	
7. System of care as a part of music and arts education	
8. Students as pre-professionals and their roles in working with families	
D. Recommended Practice Examples: The System Level	9
1. Partnerships with families for family-centered systems of care	
2. Building collaborative partnerships: A paradigm shift to family-centered inter-professional partnerships	
3. Partnerships with youth-guided systems of care	
4. Cultural and linguistic competence and eliminating disparities	
5. Evaluation and continuous quality improvement	
E. Recommended Practice Examples: The Service Delivery Level In System of Care	11
1. Strength-based, individualized services	
2. Service improvement through evidence-based practice elements	
3. Vulnerable populations in systems of care	
4. Young children and their families	
5. Youth in transition to adulthood	
6. School-based support services	
7. Youth in the juvenile justice system	
8. Youth in the child welfare system and their families	
9. Youth and their families in culturally diverse communities	
F. Future Directions for Systems of Care	6
1. Workforce implications: Issues and strategies for workforce development	
2. Policy implications: New directions in child and adolescents support services	
3. Research and evaluation implications: Using research and evaluation to strengthen systems of care	

VI. Textbooks

Selected articles from professional journals.

VII. Basis for Student Evaluation

Exams	50%
Assignments/Projects	25%
Research paper/Article Review	15%
Class Participation in Discussion/Activities	10%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

VII Academic Policy Statement

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>.

IX. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to: <http://www.semo.edu/ds>.